

The Role and Importance of Fine Art in the Education of School Students

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Abstract: The article provides information on the role and importance of fine arts in the education of schoolchildren. If every teacher knew how to draw perfectly, he would be very effective in teaching.

Keywords: School, parchment paper, tablet, watercolor.

It is known that the visual arts encourage people to work, to think, to be creative, to feel beauty. Observations and scientific research prove that the fine arts not only give young people a scientific and aesthetic ideal, but also a key tool for developing the most important aspects of human life, namely, observation, vision, perception and thinking. In art classes, students learn about a variety of objects, identify their size, shape, ugly and beautiful elements, perceive the shape of objects, and learn about colors and shades. In addition to understanding the shape of an object, it is intended to analyze it, turn it into an image based on the activity of the mind, and place it on paper. The nature image is then drawn on the surface of the notebook. But the process is so complex that only a healthy, well-developed child can handle it. If the child is distracted during this process, the shape will not be clear and no color will be found.

Therefore, this activity can be performed only by a healthy child, that is, physiologically and psychologically fully developed. In visual arts, a child's visual organs improve. Because each lesson teaches observation and comprehension, it also gives the child the ability to focus on one point. Fine arts classes also teach students to be attentive, intelligent, and able to apply all their theoretical and practical knowledge. Therefore, art classes will be one of the key factors in the overall development of your students. The role of fine arts in imparting graphic knowledge and skills to students i It is well known that today's student is a future worker, servant, | be a designer, engineer, doctor, teacher, lawyer, military or any other specialist.

To do this, you need to know and use the secrets of drawing, as in other disciplines. Even the average housewife can understand the picture and enjoy it. The French philosopher Diderot, almost 300 years ago, said, "If a country knows how to read and write like a painting, it will overtake and overtake any country in all fields."

History has shown that world-renowned geographers, scientists, historians, writers, poets, writers, designers, and others are well versed in drawing. So, for a creator of any field, knowing how to draw gives him a great creative opportunity and inspiration. If every teacher knew how to draw perfectly, he would have achieved great results in teaching, and mastering the lessons would be very easy and convenient for the student. Therefore, much emphasis is placed on providing graphic knowledge and skills to today's students. In our country, great efforts are being made to teach fine arts. There are opportunities to increase the number of lessons, to train highly qualified specialists - teachers and artists. Students will be taught how to look at shapes, select elements to observe nature and objects, describe them, analyze the colors of objects and express them.

Sculpture is based on size. That is, in these activities, students draw objects, birds, animals, and

people in clay and plasticine. Teaching Art Analysis Studying and analyzing works of art is one of the main tasks of teaching fine arts in school. The subject of fine arts teaches to see, understand and analyze a work of art. Fine art works have a theme, a subject, an idea, an artistic style, images, characters, and the period and event of the story are reflected in the work. Fine arts are used in all school subjects. Most science teachers are not able to give information about the creation of a work of art, its subject, plot, idea, art. Therefore, no matter how many lessons are taught, this work will be re-analyzed by the art teacher himself.

In high school art classes, the teacher focuses on the idea of the work, the artist's artistic style, during the analysis of art genres. But there must be a certain system and order in the analysis of works of art. Accordingly, in the analysis of works of art: 1. Information about the author of the work is given. 2. An interview on the topic of the work (whether the subject of the work, its subject and idea can be answered). 3. The idea of the work is what issue the artist raises based on the subject he describes in the work. 4. The subject of the work - this is a scientific, accurate information about the object, the event, the landscape, people and animals, etc., imagined in the work. 5. The concept of art, artistic style, knowledge and talent of the artist in the field of art. 6.

The creation of the work provides information about the artist's research work, collection of material, summarizing, drafting, etudes, sketches. 7. The fate of the work, that is, the current state of the work, its preservation, and in which exhibitions it was exhibited. In order to analyze a work of art in this way, a school teacher must be able to work with a picture, interpret it correctly, and explain it to others. Due to the lack of qualified pedagogues in our schools, works of art are not analyzed at all or in detail.

Interdisciplinary links in the teaching of fine arts. General Information on Interdisciplinary Division "In order to truly study science, it is necessary to study and examine all its connections and means together." Y. O.Komenskiy. Science, technology, culture and spirituality in our country are entering a period of rapid development, which poses great challenges to the educational institutions and public educators who educate the younger generation. These tasks are carried out, in particular, in the process of improving the school, providing the younger generation of our country with knowledge and skills at the level of modern requirements. The use of interdisciplinary and interdisciplinary communication systems in the study of academic subjects is a key tool and condition for improving the performance of the school and the effectiveness of the knowledge and skills imparted in it. Because interdisciplinary communication in school activities:

- 1) allows you to correctly define the purpose and objectives of each session;
- 2) provide each lesson with the necessary visual and didactic materials; 3) increases the student's interest in science, lessons, provides emotional state to the lesson and voluntary-stable attention during the lesson;
- 3) allows to study, observe, objectively and objectively perceive the elements of nature, object and composition on which the picture is drawn on a scientific basis;
- 4) teaches to distinguish between characteristic and basic features on the basis of observation of nature and objects;
- 5) teaches students initiative, independence, creativity, improves their materialist worldview and beliefs;
- 6) Systematizes the knowledge of your students, provides them with basic and comprehensive, consistent, scientific knowledge and skills. The scientific ideas expressed in this regard are still the main guidelines for teachers in teaching.

Interdisciplinary communication is recognized and valued by all educators. Indeed, interdisciplinary communication is still the most effective didactic principle in the study of school subjects.



Interdisciplinary connection is manifested in two cases: 1. Theoretical connection - is the ability to express in the content of the subject the events that are, are and will be in nature, society, and the material world in general. is a didactic situation. For example, in the study of fine arts in K.P. Bryulov's "The Last Day of Pompeii",

Using the materials of the course "History of the Ancient World" on the topic "Ancient Roman culture" and the subject "Volcanoes" in geography, scientific information about the subject and events in the above work of art is given and analyzed. 2. The methodological direction of interdisciplinary communication is carried out between the teacher and the student in the process of individual and general questions and answers, homework review. For example, the teacher asks: - What shape is the cube? Based on the knowledge and skills acquired in mathematics and fine arts, the student answers: A cube is a geometric body with 6 sides, 12 sides, 24 angles, all sides, edges and angles are equal. In order for a science teacher to use the principle of interdisciplinary connection in his / her work, he / she must study the subject program, textbooks and manuals related to his / her subject, be in constant contact and cooperation with that subject. . This interdisciplinary connection: 1.

Ensures the science of the lesson, its initiative and creativity in the lesson. 2. Reduces the work of teachers, increases productivity. 3. Compacts lesson materials, reduces repetition in class, and repetition in school subjects in general. 4. Systematizes the activities of the science teacher. 5. It gives students the opportunity to easily master academic subjects, which is a key factor in their acquisition of science-based knowledge and skills. Provides them with an excellent, scientifically based knowledge and skills base. If all teachers in the school work in this system, the daily class hours can be reduced to 4-5 hours and the weekly school days to 5 days. Interdisciplinary links in the teaching of fine arts Fine arts are directly related to all disciplines.

This is especially true in biology, geography, labor, drawing, mathematics, physics, history, language, and literature. This connection is made both theoretically and practically. The initiator of interdisciplinary communication is a teacher of fine arts. First of all, the teacher should set up a fine arts classroom at the school. It is harmful to form a database of textbooks, textbooks and visual aids in the study of biology, labor, mathematics, drawing, geography, literature, history, which are very close to the fine arts. The visual arts teacher draws up a work plan, showing which subject each lesson is related to. The connection between the science of fine arts and other disciplines takes many forms, content and forms. This connection is made according to the purpose, objectives and content of the lesson.

First of all, pencil or object drawing, thematic composition, art decoration, sculpture, applied arts are interrelated. These fine arts classes are then taught in the fields of botany, zoology, mathematics, drawing, literature, geography, and labor.



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